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NATIONAL EDUCATION REVIEW

Vol. cliv No. 3,437
(Estab'd 1871)

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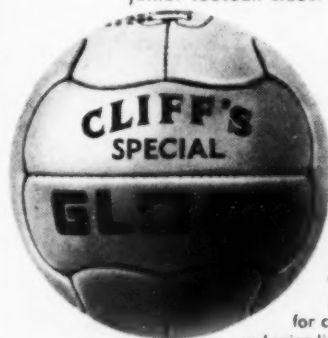
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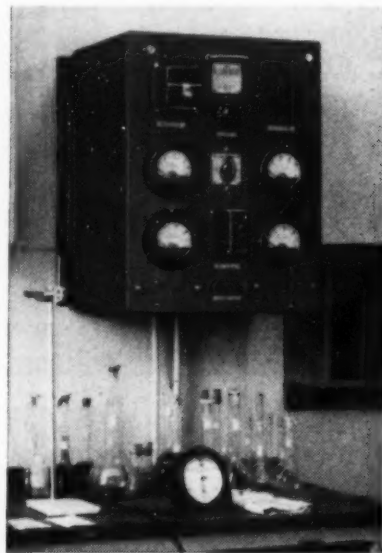
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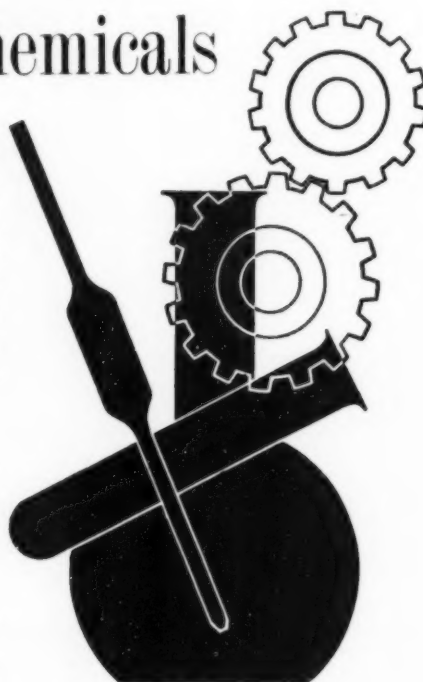
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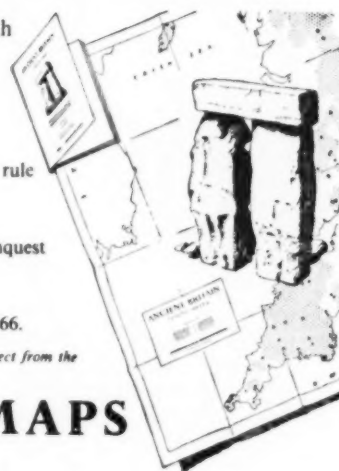
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THE SCHOOL GOVERNMENT CHRONICLE

VOL. CLIV No. 3,437

DECEMBER, 1961

An independent monthly review of National Education attached to no Association or political body, and in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

Editorial Director:
W. H. EVANS

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A. G. DARBY

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Month by Month

N.U.T. and Lord Robbins Committee

IN their Memorandum of Evidence to Lord Robbins Committee on Higher Education the N.U.T. described as "illogical and chaotic" the way in which higher education is administered and financed. It suffers from being in general "too diverse in form and too diffuse in organisation." There are colleges of advanced technology in receipt of direct grant from the Ministry of Education. Other technical colleges are financed by the local education authorities which maintain them and by other neighbouring authorities which use them. Teacher training colleges draw on a pool of expenditure to which all local education authorities contribute. The N.U.T. would have all higher education institutions on the direct grant basis for both government and finance. This would, of course, require the appointment of real governing bodies, which would not be sub-committees of any local committee and which would be educationally and professionally representative. The memorandum would meet the coming expansion of higher education by new institutions rather than by the enlargement of existing ones. New types of institution are envisaged, particularly the multi-purpose college. Some would be new foundations. Others would result from the development and expansion of existing institutions. The N.U.T. include teacher training colleges among those institutions which should ultimately develop into multi-purpose colleges.

The Education Committee of the London County Council last month received a report from their Further Education Sub-Committee on the control of the Colleges of Advanced Education, Battersea, Chelsea and Finsbury. The Minister of Education had proposed that the control of those colleges should be transferred from the London County Council to independent bodies of governors, financed by direct grant from the Ministry. The reasons given are those which the National Union of Teachers had in mind in their memorandum of evidence. The London County Council is able to counter those reasons with stronger arguments than is possible for other local authorities. On the matter of procedure and timing the Education Committee points out that the Robbins Committee is charged to consider the very matter which the Minister is urging on the Authority. They therefore presume that "no far-reaching decisions on this matter will be made until that committee has issued its report."

Schoolmasters' Evidence

THE National Association of Schoolmasters differs from the National Union of Teachers regarding the future of the training colleges. These the association would replace by "colleges of education." These colleges would be fully integrated into the university system, particularly in the matter of staffing and the remuneration of college staff. The colleges of education would be concerned solely with the giving of professional training and with the carrying out of educational research. The N.A.S. proposes that the normal qualification for all teachers should be a university degree (following a three years course), followed by a year of professional training at a college of education. It is not clear quite how or why teachers thus qualified would be better as teachers than those who complete the new three years course at a training college. The gain academically is, however, important enough. The proposed one year post-graduate course at a college of education may be open to all the objections and criticisms that have been made to the University Departments of Education. The Association proposes the up-grading of the colleges of advanced technology and also that these colleges should be empowered to award degrees. The main concern of the memorandum is with "the supply of an adequate number of highly qualified and well-trained teachers" to carry to fruition the necessary plans for the development of higher education. A

self-governing teaching profession, under a British Teachers Council, is envisaged.

Technical Teachers

THE Association of Teachers in Technical Institutions, in its evidence, is concerned to raise the status of technical education.

At present many students who would be most suitable by ability for courses in technical colleges are in fact directed therefrom by the universities, with their prestige, and by the glamour of pure research. Prestige and status have therefore more than their usual importance in this connection. They require that the conditions under which both teachers and students have to work in colleges of advanced technology should approximate as nearly as possible to those in the universities. It is urged, too, that all institutions of higher education should engage in some form of research. Both the opportunities and the money should be provided to enable some of the teachers to engage in this work. The memorandum draws attention to a matter of great and growing importance, about which remarkably little has as yet been said. At present students are left to make their own arrangements about lodgings. The college governors feel no responsibility in the matter. So long as all colleges were either wholly or mainly local the question of residential accommodation did not arise. Students lived at home in the vicinity of the college. The situation is so different today that the association is justified in calling for a more positive approach to this matter. They would have residential accommodation for students planned near all colleges of further education at the same time as the college buildings themselves are planned. These need not necessarily take the form of students hostels, as now known, but might include flats at a reasonable rent where students could live their own lives rather than as members of an enclosed community.

Norwich University

THE Vice-Chancellor of Norwich University, Mr. Frank Thistlethwaite, gave interesting information to a press conference last month. The University has on lease from the Norwich City Council the seventeenth-century Earlham Hall, adjacent to the university site. There the first students will be admitted in 1963 and the first degrees will therefore be awarded in 1966, two years earlier than had been expected. The University of East Anglia, to give it the regional title which it has assumed, will from the first, award its own degrees. Time was when intended universities began life with the anomalous and somewhat fictitious status of university colleges where students might study for London University degrees. Now new universities are established as such in their own right from the beginning. The Vice-Chancellor says that students will cover a wider range of subjects than is usual and a "general purpose



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student" will also be produced. Students in their first year will study a mixed group of subjects before specialising. The new university should begin with not more than four basic science subjects. Overseas subjects will be included, so as to attract students from overseas, particularly from the Commonwealth countries and from the United States of America. Agricultural subjects may be added later.

In view of the Vice-Chancellor's statement about the "wider range of subjects" which Norwich undergraduates will study, it is rather surprising to learn that approaches have been made and are to be made again to ensure that theology is included. One would have expected this subject to have priority, particularly in a university which is not tied to Victorian limitations or biased by nineteenth century prejudices. The Norwich Council of Christian Congregations has decided to make a further approach to the Promotion Committee of Norwich University to urge that a course in theology should be included in the subjects to be offered. It is to be hoped that their representations will meet with success. The Vice-Chancellor is clearly aware that the pattern of last century's foundations is not suited to the second half of the twentieth century.

Central Advisory Council

THE Church of England Board of Education has now released the evidence which it submitted in October to the Central Advisory Council for Education (England).

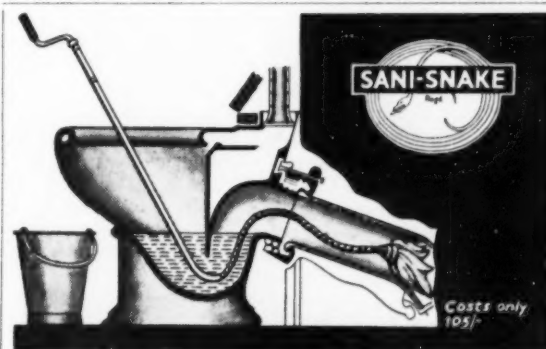
The Board asks the Council to endorse its warning about the "dangers of negativism," reaffirming what was said in "15 & 18" (para 627) and bearing in mind that the teaching of the Christian Faith is an integral part of the Education in our schools. They suggest that agreed syllabuses of religious instruction should be reviewed every seven years. The conferences or standing committees concerned should remain permanently in being and provide a continuing advisory service for teachers. That is clearly the intention of the Education Act, 1944, as it is also the practice of many enlightened local education authorities. Teachers in secondary schools should have a tutorial responsibility for a group of children throughout their secondary school life. Advantage should be taken of the extension of the training college course to equip students for this responsibility. The whole report (C. of E. Board of Education, 69, Great Peter Street, S.W.1) merits consideration.

It is hoped to have ready for Ministry approval this month plans for the second stage of Crawley's college of further education. Work on this phase, is planned to start in about 15 months time, and be completed in 1965. When the college reaches completion with the third stage it will have cost £1,500,000 and should accommodate over 5,000 students from Horsham, south Surrey, Billingshurst, and East Grinstead. Preliminary plans allow for 38 classrooms, 30 workshops, 20 laboratories, seven drawing offices, three lecture rooms, three typewriting rooms, and three studios.

Children Handicapped by Deafness

A report presented to the L.C.C. Education Committee on the services provided at maternity and child welfare centres, schools and school treatment centres for children handicapped by deafness, says that the disability of deafness falls with crippling effect on an infant and may permanently affect a child's ability to communicate and to learn. Recent developments, however, have revolutionised the approach to the problem. Advances in electronics have made possible the modern audio-metric testing apparatus and the miniature transistor hearing aid. There have been parallel advances in the training of the deaf to use their residual hearing, and it has been established that total deafness is much rarer than used to be supposed. Even the profoundly deaf often have some degree of residual hearing, the extent and character of which can be defined by audiometric instruments, enabling many difficulties to be overcome which to earlier generations appeared insuperable.

Nowadays, because of extensive arrangements made for hearing tests to be carried out in maternity and child welfare centres, it is usual for serious deafness in a child to be detected before the child reaches school age. But all new entrants to school receive an audiometric test in order to ensure that the rare cases are discovered.



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In Defence of Exams

By P. G. MARTIN

There is a certain fashion amongst Educational Theorists to deride examinations, to use them as an Aunt Sally. They are held to be the prop of formal, illiberal education which is somehow out-of-date, and bad because they are traditional. They are said to encourage a narrow-minded, cramming outlook on a subject. In view of this point of view, one wonders why exams have been retained. Any practising teacher knows the answer, as I can illustrate from my own experience.

The issue concerned was a topical one, how best to broaden a Sixth Form course. Arts subjects for the scientists and vice versa seemed an obvious answer. I was charged with responsibility for the latter. The first year I tried subjects of a wide interest such as Evolution, World Food Problems, Race, Intelligence, Atomic Energy and so forth. The boys listened politely for the most part and occasionally made contributions. At the end of the year they had difficulty in remembering what subjects had been covered, let alone the context of the material. I must point out that this was an average Sixth Form group and not a particularly brilliant or mature one. It was difficult during the year to sustain such subjects on a high level. Ideas and problems are a little vague unless a real response is forthcoming.

During the second year, the Arts Sixth followed a syllabus for ordinary level in G.C.E.—actually Physiology and Hygiene in the Northern Joint Board, through the History of Science syllabus set by Oxford and Cambridge Schools Examination Board would also have done. With this incentive, a definite syllabus to follow, and previous examination papers to study, the atmosphere was greatly improved. Neither interest nor discussion was killed as time could easily be allowed for these when they showed signs of developing. The boys liked it, once they had overcome their natural repugnance at the thought of the work involved! They knew where they stood and children really prefer a hard and fast arrangement, as is given by an examination syllabus, rather than the woolly vagueness of "interesting" topics. Also they know that if they reach the Pass standard at the end they have something concrete to show for their year's work, a definite attainment recognised by employers and other educational institutions. From the teacher's point of view the burden of devising topics for discussion is removed. To produce a carefully thought-out scheme of work, which falls completely flat on presentation through lack of interest, is most dispiriting.

This illustrates the advantages of exams. But what of the disadvantages? There is undoubtedly some nervous strain, but the physiological effect of this is to enable more and better work to be done. There is, however, the great comfort of company in misfortune and children seem basically very hardy. They soon become used to exams and accept them. Exams can be unfair—some children are better at "exam technique" than others. A false impression of a candidate gained from an exam can be corrected by interviews

and teachers' reports. The qualities involved in exam technique are very useful ones, anyway—the ability to work quickly and methodically, a good memory, coolness under stress, and quick wits. Artistic and creative people, sometimes quoted as being bad at exams are likely to find their own level, anyway. The competition of an exam is sometimes held to be bad, but what kind of existence is not competitive in some way or another?

"Cramming" is generally spoken of with derision in educational circles. It presumably means concentrating on the actual exam paper as the be-all and end-all. Model answers are dictated and efforts made to predict the questions that will be set. Constant reiteration plays a large part in it, too. Cramming can be nullified if exam papers are a test of initiative, by asking for the old material under a new guise. Original and challenging tests can be set. In any case, the crammer puts in a great deal of work, which should receive its reward. All subjects need some sort of factual basis on which ideas can be developed, and cramming may be one way to achieve this. Most of the knowledge feverishly acquired the night before the great day may well soon be forgotten, but *something* will later remain.

"Mark-grubbing" is another occupational disease of the examinee or "sivot." For marking to be impersonal, objective and capable of covering enormous numbers of candidates, it must be on the basis very often of one fact, one mark. Although in this way the pupil can see the fairness of the marking, it does place a premium on facts and accuracy, at the expense possibly of style and expression. In any case, why should facts be regarded with lordly contempt? To do so merely reveals laziness and impracticality. "Waffle" or vague woolly ideas have a magnetic attraction for the examiner's red pencil. This insistence on facts in exam marking has the germ of corruption in it. A wonderful syllabus of ideas, concepts and opinions is likely to be reduced by difficulties in setting and marking exam questions, to a series of facts. This is certainly very true and many teachers must bewail this necessity. General papers are set by some examining boards to allow for a wide range of ideas and interests, but these papers must be incredibly difficult to mark.

There is undoubtedly some luck in examinations. If particularly favourable questions are set, they can make a tremendous difference both actually in marks gained in those questions, and psychologically with regard to the others. It is a wonderful feeling to have some good answers behind one in an exam. Similarly a panic out of all proportion to some minor slip can be disastrous. Variations in health can obviously affect performance, as can what happened the night before! One way to eliminate these, as any teacher knows through following a pupil up the school, is to have a number of smaller examinations, which would avoid the dreadful idea of a person's fate hanging by the thread of their performance on a single day. Lack of labour and time would prevent this in respect of G.C.E. exams,

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though there is always next year's paper to try! Some authorities have introduced this idea for their 11+ exams.

Any suggestion of dispensing with exams is almost bound to founder on the rock of providing a substitute, either as an objective measure of ability, or as an incentive to work beforehand. Work, after all, is what a school is for, though this may be an old-fashioned idea, and a definite objective must obviously promote the work done. This has been felt to be a lack in secondary modern schools and hence the proposal for some sort of final external exam for them, too.

Committee on Grants to Students Scope To Be Broadened

The scope of the newly constituted Standing Advisory Committee on Grants to Students is to be broadened as the result of consultations between the Ministry of Education, the Scottish Education Department and the Department of Scientific and Industrial Research.

The committee, under the chairmanship of Sir Francis Hill, was set up last May following the report of the Anderson Committee on Grants to Students, to advise the Minister of Education and the Secretary of State for Scotland on questions arising from the system of awards to students from public funds. It has now been agreed with the Minister for Science that its terms of reference will in future be extended to include consideration of D.S.I.R. postgraduate awards in science. This means that the committee will now be able to advise all three Ministers about both undergraduate and postgraduate awards within the field of the three departments.

Three members of the D.S.I.R. Postgraduate Training Awards Committee have been nominated to serve on the committee. These are Professor P. V. Danckwerts, G.C., M.B.E. (Shell Professor of Chemical Engineering, Cambridge University), Dr. D. M. A. Leggett (Principal, Battersea College of Technology) and Professor J. E. Smith, F.R.S. (Professor of Zoology, Queen Mary College, London).

The committee has already begun its first task which is to review the standard rates of grants for students at universities, students following courses of degree or comparable standard at further education institutions, and students at training colleges, and hopes to make recommendations to Ministers early in the New Year.

The theme of the annual Conference of the Central Council for Health Education on January 25th next, will be "Parents and Children," and will be a development of the subject of last year's Conference, which dealt with the needs and education of young people. Modern psychiatric opinion is that sound mental health is rooted in the early childhood environment, and that parents need advice in meeting the psychological needs of their young children. Distinguished workers in the field of parent and adult education will take part in a panel-discussion including such personalities as Dr. C. P. Blacker, Mr. André Isambert, Miss B. R. Keene, and Dr. M. A. Whittingham. Of particular interest will be a parents' group from one of the London Metropolitan Boroughs who will give a "live" demonstration of practical parentcraft education.

Commonwealth Scholarship Plan Fulfills Expectations

The hopes of Commonwealth Ministers for the success of the Commonwealth Scholarship and Fellowship Plan which they conceived at the Commonwealth Trade and Economic Conference at Montreal in 1958 have been fully realised in the Plan's first year. This is the main news in the first annual report on the Plan, which has been prepared by the Association of Universities of the British Commonwealth for the Commonwealth Education Liaison Committee and gives an account of the progress of the Plan to March 31st of this year.

The Montreal Conference, and the first Commonwealth Education Conference at Oxford in 1959 at which the Plan was worked out in more detail, envisaged that

"within a few years after its inception the programme would cover some thousand Commonwealth scholars and fellows."

By March 31st this level, 1,000 scholarships and fellowships current at any one time (corresponding to 500 new awards annually), had been assured, for 13 Commonwealth countries and colonial and dependent territories were inviting nominations at an annual rate of 525 awards as follows:— United Kingdom 250, Canada 125, Australia 50, New Zealand 11, the Union of South Africa 10, India 50, Pakistan 13, Ceylon 3, Malaya 6, the Federation of Rhodesia and Nyasaland 2, East Africa (jointly instituted by the Governments of Kenya, Tanganyika and Uganda) 2, Hong Kong 2 and Malta 1. A number of other countries are known to be considering the institution of awards.

In the period under review all these countries held competitions for their awards and many of them were already, by March, 1961, in the midst of their second selection operation. By the time the second Commonwealth Education Conference meets at New Delhi in January next, the United Kingdom and Canada will have begun their third selection operation for awards tenable from September/October, 1962.

During the period covered by this report 335 Scholarships and Fellowships were offered and accepted and over 250 successful candidates took up awards in seven different countries. By January it is expected that over 700 students will be studying under the auspices of the Plan. Both in its written and in its tabular sections the report emphasises the catholicity of the Plan and the breadth of opportunities offered. Just over half of the 335 awards so far accepted have been for study in science and technology.

The fact that over 22,000 applications were made for the various awards offered in this first year gives an indication of the demand for higher education in the Commonwealth, and the reports from the various countries show that the Plan is going a long way to meeting their needs. Some difficulties, mostly administrative, have arisen, mainly in connection with differing academic years, and certain countries have indicated that an extension of the Plan to include more study at undergraduate level and of subjects outside university curricula such as Commerce would be desirable. These and other subjects will no doubt come under discussion at New Delhi.

Administrator Discusses

THE BELOE EXAMINATIONS

Discussions are taking place behind the scenes on the recommendations of the Beloe report regarding a new examination for children in secondary schools. It is never an easy matter to launch a new examination. The discussions which have taken place so far show that there are many special difficulties in the Beloe proposals.

In the first place there is doubt as to the purpose of the examination. Is it to provide another certificate which boys and girls can show to prospective employers? Is it a method of giving the schools something tangible at which to aim? If it is the former it is obvious that it will be of a standard lower than that of the General Certificate of Education. At the same time, however, any certificate which is awarded should be recognised from Newcastle-on-Tyne to Penzance. In other words, it should have a national validity. If, however, its purpose is simply to provide a scheme of work for schools, then wide local variations must be permissible. In these days it is true to say that the curriculum of far too many schools depends upon the teachers who are available.

There is considerable difficulty in deciding the children who will be available for this new certificate. Is it intended only for children in modern secondary schools and in the modern secondary streams of comprehensive schools? Unfortunately the pattern of secondary education is not so clear-cut as this would imply. If grammar schools are excluded it would be possible for a grammar school boy who failed his G.C.E. to leave school without any certificate whatsoever, while his neighbour who presumably failed to qualify on the 11+ could leave his school with a Beloe certificate. It is also pertinent to ask what the position of technical colleges is with regard to this new certificate. Although in many areas boys and girls remain at secondary modern schools until they are sixteen, there are other areas where they are encouraged to enter the technical college and pursue a course of

education there. It is thus by no means clear how far the Beloe certificate should be available to boys and girls of sixteen no matter where they are.

When consideration is given to the standard of the examination further difficulties arise. In every examination there must be failures. Obviously the upper limit of the Beloe examination must merge with the lower limit of the G.C.E. examination. A little reflection will show how difficult it is going to be to devise an examination which would not be ridiculously easy for good G.C.E. candidates and yet which would offer a fair test to candidates who just fail to measure up to G.C.E. requirements. It is easy to be high-flown and abstract in dealing with the requirements of the examination. Obviously it must not be too academic; yet a written examination is an academic exercise in itself. The very existence of the examination imposes academic standards on teaching.

The Examining Unions

Some education authorities already run examinations for their secondary modern schools. These authorities must have acquired much knowledge and experience of the schemes of work, the standards to be expected, the methods of assessment, and the other many details which are inseparable from the conduct of examinations. At regional level there are four examining unions—The East Midland Educational Union, the Northern Counties Technical Examinations Council, the Union of Educational Institutes and the Union of Lancashire and Cheshire Institutes. In addition there are other examining bodies like the City and Guilds, the Royal Society of Arts and the College of Preceptors. The Beloe report is rather hard on some of these boards, and no doubt the committee had good reasons for their condemnation, but one would have liked to have known more about the reasons which prompted them to their condemnation. Obviously the experience of these examining bodies is valuable, to say the least. They

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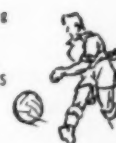
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would not exist if they were not meeting a need. It would be very rash for anyone setting up a new examination to ignore these bodies although the Beloe Committee had hard things to say about some of them.

The Institutes of Education throughout the country have an interest in this examination. Their advice and help could be valuable. Many authorities which have their own tests have called in the local institutes to assist in the conduct of their internal examinations. Nevertheless one has a feeling that schemes propounded by University Institutes of Education involve such a fearsome array of committees, advisory committees, interlocking committees and the like that they are great consumers of time. It is fit and proper that teachers should have a say in the conduct of the examinations. Equally so, however, these consultations should never be so time-consuming that valuable teaching experience is diverted to attendance at committees rather than teaching.

No doubt the Minister of Education has already realised, from the informal discussions which have taken place, the difficulties which are inherent in the Beloe proposals. He has probably learnt already that whatever scheme is ultimately agreed upon, it will be subject to violent criticism. The simple fact is that vested interests have grown up in examinations in England and Wales. It always comes as a surprise to intelligent foreigners visiting England when they realise that there is no such thing as a national General Certificate of Education. When they learn that there are nine boards which have the right to award a General Certificate of Education they are, to say the least, surprised. They find it difficult to believe that the standards of each board are alike. It is always explained to these enquiring foreigners that a co-ordinating committee is charged with the duty of ensuring that the standards are equal. It is, however, doubtful if equal standards are in fact achieved. Every grammar school head has stories to tell of boys and girls who have passed high in the examination of one board and failed miserably in the same subject examination of another board. These instances are too frequent to be attributed to the state of mind and body of a candidate on a particular day.

One therefore wonders if the Minister of Education does not have a great opportunity when he announces the Beloe examination arrangements to have one examination covering the whole country. The advice and help of all the interested parties should be sought. The existing examining boards might be used as regional offices. Many voices will be raised in protest against such a suggestion. Nevertheless the Minister might find that the difficulties in attempting to meet conflicting claims are so great that a radical change is the only one left for him.

Details of the time-table of the new Scottish Certificate of Education examination—to be held from May 7th to June 7th, 1962—and information about the conditions for the award of the Certificate, arrangements for the presentation of candidates, the conduct of the examination and the syllabuses are contained in a booklet "Scottish Certificate of Education: Examination Arrangements 1962" published by H.M. Stationery Office.

The N.U.T. Examines Schools Television

In a booklet* on schools television the National Union of Teachers says that television should not be considered as a substitute for the teacher but as an addition to teaching aids already available; that if television is to be regarded as an integral part of the apparatus of education it should be the responsibility of Local Education Authorities, not others, to provide sets; and that particular attention should be paid to the need for the provision of more television sets in primary schools.

The booklet is one of the N.U.T.'s "discussion" documents and sets out the views of the Union, which has had this question under consideration since the end of 1959, and quotes some of the findings from the Union's enquiry on schools television among 111 schools, distributed over 71 Local Education Authorities, and comparing them with similar findings in a B.B.C. Report. It examines the age-range of programmes, their timing and lengths and emphasises "the great need for co-operation between the programme companies themselves, and between them and the B.B.C. in order to avoid the kind of competition for mass audiences that is a feature of general television broadcasting."

One purpose of this pamphlet is to consider "what is the special function of schools television, its scope and its limitations, and how it can best serve the teachers in their professional tasks."

The N.U.T. welcomes the setting up by the B.B.C. and the commercial companies of special bodies with responsibility for the form and content of the schools programmes, commenting on the "degree of independence of the parent body" which the Schools Broadcasting Department of the B.B.C. and its counterparts in commercial television enjoy. The booklet examines the constitution of these bodies, the scope of their work, the special rôle of the N.U.T. therein, and the relationships with the schools.

The pamphlet gives information on the provision and size of television sets in schools and discusses the practical problems of numbers and conditions for viewing generally.

It then examines the broad problems and challenges of schools television to the teacher utilising this medium of education, envisaging schools television as a "tool for teachers" like any other form of teaching-aid. It asks, bearing in mind that television is a "visual aid," whether it is "unique". Comparison is made with the use of film, and the pamphlet comments: "The principle limitations of the television programme compared with the film . . . or that it is not under the control of the teacher to the same extent either before, during or after showing, and that it has not the same resources of colour presentation." On the other hand it points out that "television has a great impact on account of its immediacy."

The booklet also touches upon the general impact of television viewing on children and the special position of Wales.

* Schools Television, N.U.T. Publicity Dept. 1/-.

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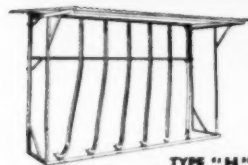
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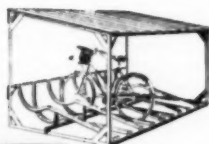
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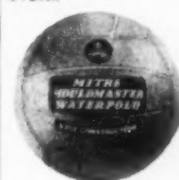
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Delhi Commonwealth Education Conference

Replying to Mr. Malcolm Macpherson in the House of Commons who asked the Minister of Education about the agenda for, and the composition of the British delegation to, the forthcoming Commonwealth Education Conference at Delhi, Sir David Eccles said the delegation would be led by him and he would be accompanied by the Secretary for Technical Co-operation. The other delegates from the United Kingdom, besides officials from the Government Departments concerned and the British Council, will be :

Dr. J. W. Cook, Vice-Chancellor, University of Exeter.

Dr. J. F. Foster, Secretary, Association of Universities of the British Commonwealth.

Mr. A. Hill, Managing Director, Heinemann, Educational Books Limited, London.

Dr. W. B. Inglis, Principal, Moray House, College of Education, Edinburgh.

Professor L. J. Lewis, Professor of Education, Institute of Education, University of London.

Sir Douglas Logan, Principal, University of London.

Mr. R. M. Marsh, County Education Officer, Hampshire.

Miss M. Miles, Headmistress, Mayfield Comprehensive School, London.

Mr. E. E. Temple, Assistant Secretary, Association of Universities of the British Commonwealth.

Dr. G. E. Watts, Principal, Brighton Technical College.

The dependent territories of the Commonwealth will be represented in the delegation by Ministers of Education from Aden, British Guiana, The Gambia, Kenya, Mauritius, Uganda and Zanzibar and by officials from the Bahamas, Fiji, Hong Kong, North Borneo, Sarawak, Singapore, the West Indies and Basutoland, the Bechuanaland Protectorate and Swaziland.

The agenda for the conference, which has been drawn up by the Commonwealth Education Liaison Committee and the Governments concerned, is as follows :

1. To receive and consider reports on the Commonwealth Scholarship and Fellowship Plan ; and to recommend such measures as are considered necessary for improving its working.
2. To receive and consider reports on the training of teachers ; and to recommend such measures as are considered necessary for improving the working of these schemes.
3. To receive and consider reports on the supply of teachers to other Commonwealth countries for service in universities and in other educational institutions ; and to recommend such measures as are considered necessary for improving the working of these schemes.

4. To receive and consider reports on technical education ; and to recommend such measures as are considered necessary for improving the working of these schemes.
5. To receive and consider reports on the work of the Commonwealth Education Liaison Committee and the Commonwealth Education Liaison Unit and to recommend what administrative machinery will be required to assist intra-Commonwealth co-operation in the future.
6. To consider the possibility of co-operation in the extension of, or addition to, the Commonwealth Scholarship and Fellowship Plan by providing awards for :
 - (a) basic professional training not obtainable in the student's own country ;
 - (b) undergraduate study at universities and colleges of adult education ;
 - (c) study at technical colleges below postgraduate level ;
 - (d) short-term visits of senior educationists ; and
 - (e) travel grants.
7. To consider the possibility of co-operation in the provision of text-books and other books, viewed in relation to items 1 to 4 above.
8. To consider the possibility of co-operation in social education.
9. To consider the possibility of co-operation in education in rural communities.
10. To consider the possibility of co-operation in the financial problems of educational expansion.
11. To consider in general the holding of conferences of experts from Commonwealth countries and in particular the holding of conferences of experts on the following subjects :
 - (a) school building ;
 - (b) the teaching of science and mathematics ;
 - (c) the use of audio-visual aids including television in education.

The Prime Minister of India, Mr. Jawaharlal Nehru, will open the conference in Vigyan Bhawan, New Delhi, on January 11th, and Dr. K. L. Shrimali, Minister of Education, will be its Chairman. About two hundred delegates from thirteen Commonwealth countries and from colonial territories are expected to attend. The conference will end on January 25th, but delegates are being invited to remain in New Delhi for Republic Day ceremonies on the following day.

New Zealand

A new form of certificate, to be called the Certificate of Education, will be issued by the New Zealand Education Ministry to some of the pupils sitting this year's School Certificate examination. The new certificate will be awarded to those who, while not successful in qualifying for the School Certificate, perform creditably in some subjects in the examination. It will certify that the holder has had at least three years' post-primary education, and will show the subjects of

the School Certificate examination in which the candidate gains 30 per cent. or more of the possible marks. The degree of success in each subject will be shown in four grades. It is at present possible for a candidate to perform creditably in as many as three or possibly four subjects yet fail the School Certificate examination as a whole.

A "Language machine" at Victoria University, New Zealand, has brought automation to the teaching of English to Colombo Plan students. The only one of its kind in Australia and New Zealand, it consists of a control desk with electronic panel, and rows of student booths equipped with tape recorder, earphones, and microphones. The students sit in the booths and listen to their lesson through earphones. If the lesson is on tape they can stop it when they like, play it back, record their own voice and listen to that. It is concentrated learning, and half an hour is usually enough for one session.

West Australia

The number of scholars in West Australian State schools is expected to increase by 2,768 in 1962. The increase this year was 4,900. Mr. Watts, Education Minister, said that the £10,604,750 department vote represented an increase of £993,868 on 1960-61 figures. The greatest increase was in salaries which had risen by £850,920 to £8,847,000.

Canada

Distinguished lecturers from Japan, France, Belgium and the United States will visit Canadian universities during the next few months as the result of grants announced recently by the Canadian Council. The grants have been made to Canadian colleagues to enable them to bring outstanding scholars from abroad to give courses and lectures that in most cases would not otherwise be available in Canada.

The present grants are part of an extensive Canada Council programme designed to facilitate the exchange of persons and ideas between the universities of this and other countries. For more than three years considerable assistance has been given to Canadian colleges to enable them to bring scholars of international reputation to their campuses. Grants are made on the understanding that the visiting lecturer will give courses not normally included in the university's curriculum and that the host university will make some effort to arrange lectures at other Canadian institutions.

Nigeria

A scheme to introduce universal primary education in Northern Nigeria has been announced in Kaduna. A correspondingly adequate superstructure of secondary schools and higher institutions of learning is also to be introduced simultaneously. In a White Paper on educational development the Government outlined the first stages of the scheme which is directed towards achieving the targets recommended in Ashby's report on Education in Nigeria. Because of the huge task in terms of men and money the scheme, the White Paper pointed out, could only be approached in stages.

Initially 25 per cent. of all children of school age will complete primary education, 10 per cent. of these will

proceed to the secondary school level and 30 per cent. of those completing the School Certificate course will proceed to the University level or other higher training institutions. Because of the wide existing disparity in population, educational facilities and the size of Provinces it is hoped to complete the scheme within ten to fifteen years.

On the development of full primary schools, the White Paper states that the first object of the primary schools will be to produce adequate numbers of suitable children to feed the secondary schools. This object, it believes, cannot be achieved if the development of the upper classes of the primary schools is neglected in favour of the proliferation of junior primary classes which benefits neither the community nor the individual.

On secondary education, the White Paper states that most attention in the immediate future will be focused on double and triple-streaming existing schools rather than encouraging the opening of yet more single-stream schools. If triple-stream schools are situated in the main concentrations of population one, or perhaps two, of the three streams can consist of day pupils, thereby achieving a considerable saving of capital and recurrent expenditure.

India

A new scheme for teachers' welfare was inaugurated recently by India's Vice-President, Dr. Radhakrishnan, when he gave away national awards to 85 teachers of outstanding merit from all over the country.

The scheme provides for the setting up of a trust known as the National Foundation for Teachers' Welfare. Its object is to channelise private philanthropy to help teachers in difficult circumstances. The Government of India have agreed to make a donation of £37,500 for the scheme and an appeal is being issued for generous donations from the public.

Inaugurating the scheme, Dr. Radhakrishnan said that it was only a small beginning for the great task of teachers' moral, intellectual and physical welfare. It was, he said, the responsibility of the society to give teachers their due honour, status and the means for a comfortable living. But the primary need was for the teachers themselves to know what contributed to the greatness of India's history and impart to the pupils not merely instruction but knowledge accompanied by wisdom. Unless the teachers themselves had the spirit of adventure in spiritual and social matters, they could not convey that spirit to the pupils.

The Punjab Government is considering a proposal to supply free milk to pupils of primary classes at all primary, middle high and higher secondary schools situated in block development areas during the current financial year.

It was reported to the last meeting of the L.C.C. Education Committee that the introduction of the new salary scales for teachers in establishments for further education recently agreed by the Burnham Technical Committee will cost the Council an extra £950,000 a year, excluding the cost for colleges of advanced technology. The estimated cost in a full year including the cost for these colleges would be £1,100,000. It is proposed that the new scales shall come into operation on January 1st, 1962.

Pressing Need for Teachers for the Commonwealth

**Service Overseas is a Challenge to Both Teachers and Employers,
says Sir David Eccles**

Sir David Eccles, Minister of Education, last month launched a campaign to encourage British teachers to take up key teaching posts in the developing countries of the Commonwealth and elsewhere. The campaign is also directed to employing authorities asking them to release teachers and give them jobs on their return.

The campaign has been planned by the National Council for the Supply of Teachers Overseas, set up last year. One of the National Council's main aims is to encourage both teachers and their employers to regard a short period of service overseas as a valuable part of a teaching career.

Measures have been drawn by the Government and National Council to smooth the path of teachers wanting to take up posts in developing countries, to safeguard their interests while they are away and to help them to obtain suitable jobs on their return to this country.

Launching the Campaign, Sir David said, service overseas is a challenge to the best of our teachers and to the best of their employers. He went on to explain that the Government had undertaken to provide up to £1½ million by 1964 in various forms of financial assistance in order to stimulate the recruitment of additional teachers to the developing countries of the Commonwealth.

"It is, however, not sufficient to make the financial position of teachers going overseas satisfactory, important though that is," added Sir David. "Other measures need to be taken to give teachers confidence that their interests will be safeguarded before, during and after their service overseas and that they and their families will receive fair treatment."

Sir Charles Arden-Clarke, Chairman of the National Council, said "We want more good teachers to serve in secondary schools, technical colleges and teacher training colleges in the developing countries. We do not ask them to make their careers overseas. Three years of teaching in the middle of a career in the United Kingdom would be of immense value to a developing country." He explained that the National Council would do all it could to bring before teachers the call from overseas for teachers and the opportunities that overseas service offers for widening horizons, gathering valuable experience and developing self-reliance.

Alhaji Abdulmaliki, High Commissioner for Nigeria, said that somehow, before 1980, as many talented children as possible must be discovered and educated if their vision of Nigeria was to be turned into reality. "This is a stupendous undertaking," he said. "It will

cost large sums of money. The Nigerian people will have to forgo other things they want so that every available penny is invested in education. Even this will not be enough. Nigerian education, like education in other parts of Africa where similar aspirations are shared, must for some time become an international enterprise." The High Commissioner concluded, "The success of the whole programme will depend to a large extent on the availability of staff from this and other countries."

Letting the teachers know

Measures worked out by the Government and National Council to safeguard the interests of teachers going overseas have been set out in a booklet called "Why Not Teach for a Time Overseas?" copies of which are being sent to every school in the country. These measures include:

1. A code of secondment. This will ensure amongst other things, that teachers returning to their old jobs after serving abroad will be paid for two years the salary they would have been receiving had they stayed in this country.
2. A code of terms of appointment overseas. This offers guidance to both the teacher and the employer overseas in detailed working of overseas appointments.
3. Special allowances. These will be paid, where necessary, to augment the salary paid by the overseas employer.
4. Terminal grants. These will provide a lump sum on the return of the teacher to this country.
5. An interview fund. This fund has been set up to assist teachers near the end of their service overseas to return to this country if they are short-listed for a senior post.

The booklet also gives answers to 25 "practical, down-to-earth" questions which may occur to teachers contemplating service overseas. The questions cover secondment, salary increments, special allowances, relationship with overseas employers, resettlement procedure and completion of contract gratuities.

Appeal to employers

Appealing to employers to smooth the path of the teacher who wants to go overseas and to welcome them back, the Minister quoted one of the 55 British teachers who took part in the highly successful refresher courses for Nigerian teachers this summer. The teacher had said, "Many worthy local bodies

and indeed teachers themselves view overseas service with scepticism or at best indifference. Rarely is it regarded as an additional qualification. I did once hear the refreshing assertion that a year overseas was worth a year in college. But that was from an American!"

In a foreword to two separate leaflets sent to appointing bodies and senior staff of schools, teacher training colleges and technical colleges, the Minister asks that due weight be given to the value of the experience of those who have served overseas.

Can we spare the teachers?

In releasing teachers for service overseas some employers were doubtless making some sacrifice said the Minister. He pointed out, however, that over one thousand teachers from other Commonwealth countries came into our schools last year, and the number serving in this country compensated in part for the U.K. teachers who went overseas. "Further, the needs of the developing countries are on a colossal scale, much greater than our own," continued Sir David. "It is not merely that some classes are very large but that many children are not receiving any education at all.

"The numbers we are looking for are not large in proportion to the teaching force in our maintained schools," he concluded. "These are about 285,000; 400 more of them overseas could make a real impact."

New Deal for London Voluntary Youth Organisations

Big changes in the award of grants to voluntary youth organisations are recommended by the L.C.C. Education Committee. They have approved a scheme put forward by the London Youth Committee which in the latter's view will constitute "a major contribution to the financial stability of the voluntary parties in the London Youth Service."

At present, say the London Youth Committee, the grants are not based on logical or clearly definable principles. This makes it impossible for a management committee to calculate in advance the grant it is likely to receive and inhibits development.

The Youth Committee say that the purpose of a grant should be to encourage higher standards in leadership, accommodation and equipment, to provide an element of stability in the organisation's finances and to supplement but not to replace voluntary effort. They believe that their proposals will provide for adequate grants to ensure the maintenance of reasonable standards, will be straightforward and easily understood, will ensure a regular and readily calculable income, will provide for a streamlined procedure leading to speedy decisions and will be flexible enough to obviate hardship through unusual circumstances and to encourage experimental and unorthodox activities.

Under the new scheme the voluntary youth organisations will receive a fixed percentage grant in specified items of expenditure—e.g., up to 75 per cent of the cost of leaders' salaries, up to 25 per cent of general maintenance costs, etc. As a result some organisations

will receive a grant which will exceed their expected deficit and enable them to accumulate reserve funds. Some groups that require special consideration because of their experimental work or in order to tide them over the difficult early stages of development or for other good reasons will be eligible for supplementary grants.

The estimated cost of the maintenance grants contemplated is £186,000 a year (compared with £170,000 at present) but this figure will probably be increased in subsequent years to meet the needs of the growing number of youth clubs and organisations.

In the National Schools Painting Competition sponsored by the Eldorado Ice Cream Company in association with Reeves & Sons, and open to schools throughout the country, nearly 2,000 schools entered, submitting 25,000 paintings. Entrants were asked to paint a picture on one of three subjects—a road scene, a holiday scene or a sports day scene. The paintings were judged in three age groups: 8-10, 11-12 and 13-15 years, and eight major prizes and 700 consolation prizes were awarded in each age group. The judging was undertaken by the Goldsmiths' College of Art in the preliminary stages, and Mr. R. R. Tomlinson, O.B.E., R.B.A., P.R.D.S., in the final stage. Mr. Tomlinson, who for many years was senior inspector of art for the London County Council, and has written a number of books on children's art, considered the standard of the paintings submitted was generally very good. In view of the success this year, arrangements are in hand for another competition in 1962.

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Dear Sir...

Assisted Places

May I comment briefly on your editorial paragraph on Headmasters and the Labour Party. It would be a great pity if the impression got abroad, as a result of the Durham vote, that the Headmasters' Conference had abandoned the scheme for assisted places. That scheme is still part of its policy, and has been worked out in sufficient detail to mean that its implementation, from our point of view, should not present any insuperable difficulties. But it has been turned down flat by the Minister and given no encouragement by the Labour Party; and it seemed to many of us at Durham that to put forward as our sole policy a scheme rejected by both parties would not be sensible. When a policy has been rejected, then it is surely a time for further investigation and consideration, to which the Conference is now giving its mind. Proposals will have, of course, to be "clear and specific" and not just expressions of pious inspiration; and they must be shown to benefit all parties. But the present relation between the two systems is the source of too much social *malaise* to be accepted with equanimity.

Yours faithfully,

H. J. P. LEE.

The College,
Winchester.

* * *

The Threatened Strikes

In your November issue an anonymous "Administrator" discussed what he chose to call "The Threatened Strikes." Under a sub-heading "The N.A.S. Position," after rather condescendingly stating: "The public as a whole cannot be expected to understand the aims and objectives of the different teachers' unions," he continued: "The administrator knows better." This claim was hardly substantiated by "Administrator's" article.

The only "threatened" strike was that by the N.U.T. which was to have taken place on October 23rd. On the other hand the N.A.S. strikes took place in May, June, July and September exactly as planned.

"Administrator" also expressed doubts about the legality of instructions issued to their members by the N.A.S. Please assure "Administrator" and your readers that the 32,000 schoolmaster members of the N.A.S. have at their command the finest legal service in this country. Any instructions issued to them officially can be obeyed with complete confidence.

Yours faithfully,

ARTHUR L. JONES.

37, Florentine Road,
Liverpool 13.

You can find all the reasons for not doing a thing, or you can find some reasons for doing it. If the reasons for doing it are good, then you have got to have the courage to try it, and work out the problems as they come up.—CARROLL M. SHANKS.

National Spastics Society School Pioneer Project Opens in Sussex

A new school to teach and care for children who have to face life with twin burdens of physical and mental retardation has now opened in Sussex.

This is another pioneer project of the National Spastics Society which, in nine years of existence, has set up thirteen schools and centres in various parts of England and Wales, apart from sixty centres opened by their affiliated local societies. In this new venture the spastic children will have a programme of special education running parallel with treatment to develop the whole person.

Ingfield Manor, an early 18th-century style manor house at Five Oaks, Billingham, is being converted to form the new school. Twenty-one pupils are now in residence but when the conversions are completed in the spring of 1962, fifty children, aged from five to sixteen, will be living at Ingfield. The conversions are being carried out with the special needs of spastic children in mind. Facilities will include specially-designed classrooms—some with provision for teaching partially-deaf children—and a therapy unit, assembly hall, dining room, kitchen, laundry and hydrotherapy swimming pool. The pool has been presented by the Jersey Spastics Group, Channel Islands. Qualified teachers, special teachers of the deaf, and therapists will be employed, in addition to a generous houseparent and domestic staff. Staff houses are being built in the grounds.

Ingfield Manor stands in thirteen acres of terraced gardens, fields and woodland. Once the house of Sir Charles and Lady Fielding, it stands on land, the leases of which date back to the reign of Charles II.

35,347 E.S.N. Children

In the House of Commons last month Mr. Scott-Hopkins asked the Minister of Education for the number of children in England and Wales who are classified as educationally subnormal and what were their age groups at the last convenient date.

Mr. K. Thompson in reply said the number of educationally subnormal children in England and Wales who are receiving special educational treatment (except for those receiving it in the ordinary schools, the number of which is not known) was 35,347. As regards details of age of children in the areas of individual authorities as asked for by Mr. Scott-Hopkins, these were not available but the numbers of children in special schools for educationally subnormal children, classified by age in January, 1960, for the country as a whole could be found in the department's annual Report for 1960.

Replying to a further question by Mr. Scott-Hopkins, who asked how many trained psychiatrists are employed to test children reported as educationally subnormal by head teachers; and how long a period of time elapses between report and test. Mr. Thompson said local education authorities have a duty to ascertain which children in their area require special educational treatment. For the purpose of testing children believed to be educationally subnormal they usually employ school medical officers with special training and educational

psychologists. Psychiatrists are not ordinarily engaged in this work. Every attempt is made to test a child as soon as possible after he comes to the notice of the local education authority. The period varies according to local conditions; delays are often unavoidable owing to a shortage of qualified staff and the Minister was looking into this aspect of the matter.

Research on School Milk

In 1960 the percentage of children taking school milk was: Primary schools 93.4; secondary schools 66.2; independent schools 84.5; all schools 81.9; and with the permission of the Ministry of Education, and in consultation with them and the School Medical Services, research has been carried out amongst 1,920 secondary school boys and girls between the ages of 11+ and 15+ attending 56 schools throughout England and Wales, to ascertain their milk-drinking habits and views about the product. Additionally, details of the methods of distributing school milk were noted.

The education authority areas covered were—Bradford, Cardiff, Hertfordshire, Newcastle-upon-Tyne, Norfolk, Plymouth, St. Helens, Wolverhampton.

Among the points of interest revealed by the research were:

Where children must order their school milk at the beginning of the term, the take-up is far lower than when the ordering system is more flexible, i.e. per week or per day.

The consumption of milk is determined by the supervision exercised in its distribution to children. The highest take-up occurs in the classroom before break, where the teacher issues the milk. The lowest figures recorded were where children have to collect the milk themselves in their own time.

The main reason for children not taking school milk was found to be a matter of the taste or temperature at which it was served. Numbers of children not drinking milk at school said that they drank it at home, either plain or in milk drinks.

Councils of Youth Conference

Nearly eighty members of Middlesex Councils of Youth (the elected councils or committees of young people representing all the youth clubs in each area of the county) attended a week-end residential conference. All of them, half young men and half young women, were under 21; two-thirds of them out at work and the rest more or less equally divided between grammar and secondary modern schools.

Mr. R. F. Marshall (Associated Electrical Industries Group) pointed out how so many things that they take for granted were created during their lifetime—turbo-jet aircraft, nuclear power stations, transistorised and miniaturised electronic equipment, and automatic process control in industry.

The world they lived in was a slippery surface where they could not necessarily lean on their elders for support. This was why job training was so vital. New sciences and new skills had to be learnt by young people to-day and they should take every opportunity they could for block release or day release in their jobs.

He reminded them of the distressing wastage rates in Ordinary National Certificate and City and Guilds courses; if any of this wastage was due to students getting discouraged, he urged them to press on. He hoped that the new general introductory courses would lessen the wastage that followed when people embarked on courses too difficult for them.

Two young people spoke of their experience of voluntary service overseas.

Miss Elizabeth Forbes, who is now going to take up nursing training, told how she had spent a year alone in a native village in one of the most under-developed parts of Africa helping mothers and children to learn elementary facts of nutrition and hygiene.

Michael Atkinson had spent a number of months in youth club work in New York among Puerto Rican immigrants, in gang warfare situations like those in "West Side Story."

Dr. D. J. Hughes, County Music Adviser, faced some stiff opposition when he told the conference that he could not stand popular music, but later in the session he had them listening enthralled to Bach and singing negro spirituals.

PERSONALIA

Mr. E. G. Cowley has been appointed Principal of Swansea College of Technology.

The Rev. R. G. Lunt, Chief Master of King Edward's School, Birmingham, has been elected President of the Incorporated Association of Head Masters for 1962.

Mr. T. W. Birch, the Divisional Education Officer for the Folkestone, Hythe and Elham Division, has been granted leave of absence until July 31st next, on secondment to the staff of the College of Technology, Kumasi, in Ghana.

Because of the expansion of work in Associated-Rediffusion's schools broadcasting section an assistant head has been appointed to help the head of schools television, Miss Enid Love. He is Mr. John Cain, M.Sc., who has spent nine years teaching science and mathematics in a Middlesex grammar school and at an L.C.C. comprehensive school.

High tributes were paid at the recent congress of the Royal Society for the Prevention of Accidents by the President, Sir Howard Roberts and others, to the work of Dr. J. Ewart Smart, formerly borough education officer for Acton, who had acted as chairman of the National Safety Education Committee since 1936. For his services in this direction he was awarded the O.B.E. in the 1949 Birthday Honours List. He was also until the annual general meeting chairman of the National Executive Committee. After 25 years of notable work in the cause of child safety, Dr. Smart has now found it necessary to retire from his strenuous duties in these executive offices but has agreed to continue as a vice-president of the Society.

The Four-Year Pause

Students Claim Increase in Grants

The National Union of Students has submitted to the Standing Advisory Committee, chaired by Sir Francis Hill, a memorandum claiming an increase in grants. Awards have not been increased since June, 1958, and students feel that a rise is long overdue. One of the recommendations made is that the Standing Advisory Committee should in future review awards rates every year.

The memorandum calls for an ending of the means test on parents: "This reform" it says "is fundamental to the whole structure of the awards system: we do not believe that it is possible to construct an equitable system of awards on the basis of contributions by parents when there is no means of ensuring that such contributions are in fact made."

The memorandum explains that Training College awards are still of lower value than those for University students, and proposes that the present differences should be removed. The N.U.S. also urges that fees for students' societies in Training Colleges and Technical Colleges should be paid direct with other fees, as they are for University students; and says that "financial difficulties . . . are at the root of many of the differences between students' activities in Universities and in other Colleges."

A claim is made for a maintenance allowance adequate to keep a student at home during vacations, of £2 10s. 0d. per week. The memorandum estimates that 86 per cent. of men and 77 per cent. of women University

students take vacation jobs mainly because of financial need, and urges that this need causes many problems of pressure, of specialisation and intense strain in keeping up with the pace of advanced study. Vice-Chancellors and other academic authorities are unanimous in condemning vacation work. The present vacation allowance of about £1 a week merely encourages students to take vacation jobs: "Students should not be expected to take a more responsible attitude towards vacation study than those who assess their grants."

The memorandum also calls for a rapid increase in the numbers of State Studentships for research in humanities, and urges that the Ministry of Education's present restrictive policy is disastrous.

Band Instruments For Youth Organisations

In 1960 the Middlesex Education Committee agreed to give grant aid to voluntary youth organisations towards the cost of band instruments, and help to the extent of £46 was granted in two cases.

The Committee have now reconsidered its policy and have agreed that assistance should be restricted to the maintenance and replacement of instruments owned by voluntary youth organisations and that the divisional executives should be authorised to make grants with the budget provision on the following basis:

(i) Maintenance of Instruments

Bugle and drum and pipe bands—grant of 10s. a head of active band members.

All other musical sections—grant £1 a head of active band or orchestral membership.

Grants to any one unit to be not more frequent than once in three years.

(ii) Replacement of Instruments

Grants not to exceed 50 per cent. of cost.

Grants to any one unit to be not more frequent than once in seven years.

Councillors of all parties have united at Harlow to fight Essex Education Committee's decision to re-introduce the 11-plus examination, suspended last year. The decision, says the council, will seriously damage public confidence in the local education system. Harlow teachers are backing the council.

In 1960-61, the Surrey Education Committee decided to start an annual Minor Building Programme for Voluntary Aided and Special Agreement Schools after consultation with the Diocesan Authorities. The purpose of the programme was to ensure that within the limited funds available, priority was given to the most urgent schemes. Although the Ministry of Education have not so far been prepared to approve an annual programme of this nature, it now seems that they will endeavour to agree, on an annual basis, a short list of projects for these schools. Following discussions therefore, with the respective Diocesan Authorities, the committee have compiled a limited programme of minor building works for 1962-63 and this has been submitted to the Ministry.



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MISCELLANY

Nottingham Education Committee, after considering the reports of three sub-committees have decided that the game, Bingo, shall not be played in premises belonging to the committee.

A new **Highway Code** has recently been published by the National Institute for the Deaf especially for 10,000 deaf children. It is the official version translated into the limited vocabulary of the deaf. The author of the code is Police Sergeant William Johnston of the Aberdeen City Police.

Replying to **Mr. Langford-Holt** in the House of Commons, Sir David Eccles rejected the suggestion of a Royal Commission to consider the status, pay and qualifications of teachers, and said he was discussing with the local authorities and the representatives of the teachers changes designed to improve the negotiating machinery of teachers' salaries.

It was announced at the annual meeting of the Invalid Children's Aid Association last month that they had received a grant of £20,000 from the Isaac Wolfson Foundation for a new wing to the Pilgrims school for senior boys at Seaford, Sussex, who are, for the most part, sufferers from asthma. The extension of the premises will include an equipped workroom and two additional classrooms.

A well-known member of the timber trade in this country, Mr. Bryan Latham, who is also a well-known "wood historian," will be talking about "Wood—its story from forest to factory" during the 1961/62 series of Christmas lectures for junior audiences at the Natural History Museum, Cromwell Road, London, S.W.7. His talk, which will be illustrated, will be on December 28th.

What was the total number of university places in England and Wales available to men and women respectively? asked Mrs. Joyce Butler (M.P. for Wood Green) in the House of Commons last month. In reply Mr. Selwyn Lloyd said that provisional figures collected at the beginning of the current session showed that there were 69,625 men and 23,192 women doing full-time courses in universities in England and Wales.

The **Committee on Higher Education**, appointed earlier this year by the Prime Minister under the chairmanship of Lord Robbins, are visiting Scotland to hear formal evidence and to visit universities, central institutions and colleges of education. They hope to meet students as well as academic staff. The Committee are meeting twice weekly at present to hear English evidence. They have already visited Switzerland and in the New Year hope to spend some time in the U.S.A. (April) and the U.S.S.R. (June), as well as paying brief visits to France, Germany and Holland.

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The first year of teaching in the maintained system of education in England and Wales is treated as a period of probation. More and more it is becoming realised that this apprenticeship can be a valuable additional part of training if it is wisely used. A pamphlet just published includes studies on this subject by the Association of Teachers in Colleges and Departments of Education and the National Union of Teachers. These studies were undertaken separately but show a remarkable coincidence of thought. They are now issued in pamphlet form, together with a foreword and some joint recommendations. Copies are available free from the N.U.T. or the A.T.C.D.E.

The Institute and Society on behalf of the International Union of Pure and Applied Physics, and the British National Committee for Physics is arranging an International Conference on The Physics of Semiconductors, which will be held at the University of Exeter from July 16th-20th, 1962. The Conference is planned to follow the previous sequence of Conferences on the physics of semiconductors, which were held in Reading in 1950, Amsterdam in 1954, Garmisch in 1956, Rochester in 1958 and Prague in 1960. Details may be obtained from the Administration Assistant, 47, Belgrave Square, London, S.W.1.

A medal to be awarded annually in memory of Edward J. Dent for outstanding service to musicology has been sponsored by the Royal Musical Association. Selection is to be made by the Directorium of the

International Musicological Society of which Dent was at one time president. He was also president in 1928 and 1935 of the Royal Musical Association. The first recipient is Mr. Gilbert Reaney, a leading scholar in the field of medieval music. He was born in Sheffield in 1924 and since 1960 has been Associate Professor in the Music Department of the University of California, Los Angeles.

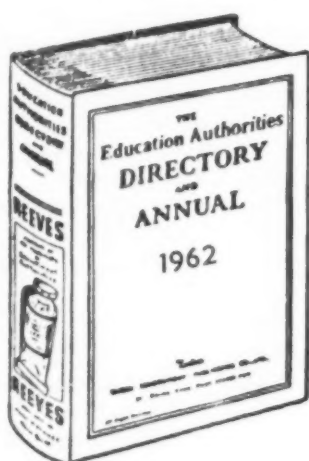
As a result of the efforts of the Esperantists of Normandy, the editors of the important daily newspaper *Paris-Normandie* have decided to publish a weekly Esperanto course in their Youth Section and in the Argentine the weekly magazine *Esquiu* has a permanent section on and in Esperanto. Esperanto is also taught in the Catholic Institute of Higher culture and in the Faculty of Philosophy and Belles Lettres of Rosario.

The United Steel Companies Limited have awarded five university scholarships, following a final selection board held in Sheffield, at which a short list of 20 candidates was interviewed out of a total of 201 applicants. The scholarships are tenable for three or four years and are to the value of £500 per annum, free of tax. It is intended that they should provide industrial as well as academic training, and arrangements will be made for the successful candidates to receive industrial experience with the company. This is the second annual award of United Steel scholarships: five were awarded in 1960.

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BOOK NOTES

Mushrooms and Toadstools, by Else and Hans Hvass.

(Blandford Press, 15/-)

This fine work is a translation from the Danish publication of 1956 and is in line with two similar books which have already appeared—"Plants That Feed Us" and "Plants That Serve Us". As in the previous issues the illustrations are the work of E. Hahnwald and the excellence of these has made us wish we could have studied them thirty years ago—our work of identification would have been less tedious and far more rewarding. 343 species are depicted and the majority of these also have cross sections of the stem to show arrangement of the gills. 100 consecutive pages in colour make the work a joy to peruse and a stimulating urge to study. The letterpress gives descriptions and dimensions of each species followed by the time of appearance, distribution and status as edible or poisonous. All those who have liked the previous volumes may confidently add this title to their bookshelves; those who see this first will be glad to place the others at its side.

An Introduction to Low Alloy Constructional Steels.

Intended primarily for students, this new publication is obtainable free from the International Nickel Company (Mond.) Limited, 20, Albert Embankment, London, S.E.1. It provides data concerning the influence of chemical composition on mechanical properties of low alloy constructional steels and shows how mechanical properties are affected by the microstructure of steel. The text gives indications of the important rôle played by various alloying elements which have to be considered when selecting steel to give particular properties.

Nickel-Containing Magnetic Materials.

(Inter. Nickel Co. Ltd.)

A new book dealing with the properties and applications of nickel-containing magnetic materials. It contains authoritative chapters on high permeability nickel-iron alloys, magnetostrictive materials, alloys with low curie points and permanent magnet alloys. Each section covers early development, uses, further progress, and recent investigations and applications for the particular range of materials under review. Charts and graphs illustrate the physical and mechanical properties of the various

alloys and specific information is given on the available forms. The book also provides in tabular presentation a comprehensive survey of the properties of nickel-containing magnetic materials in several valuable appendices.

Greater London Papers, No. 1: Education in Greater London, by Professor A. V. Judges.

(London School of Economics, 3/6)

In 1958 the Greater London Group was formed under the chairmanship of Professor W. A. Robson from among members of the teaching staff of the London School of Economics and Political Science to undertake research into the problems of the metropolitan region and the initiation of this series of papers is one of the outcomes. The early numbers of the Papers will consist of a series of lectures given at the School during the summer term of this year, of which this one on education is the first.

In it, Professor Judges provides a penetrating analysis of the strength and weaknesses of the recommendations for Education in the Report of the Royal Commission on Local Government in Greater London (Herbert Report). In examining these proposals—they have probably been the most heavily criticised of all the proposals in the Report—Professor Judges traces the history of Education in London from the School Board to the present day. He emphasises the growing need for a global approach to the whole range of the education service from the primary schools to the Colleges of Advanced Technology, including the youth welfare services. He therefore favours the Herbert Report's recommendation that a Greater London Council should have general responsibility for co-ordinating policy in education in the metropolis with the more locally oriented responsibilities devolved on to smaller authorities.

But he is aware that, however feasible a new Greater London structure of local administration may be for other functions, education tends to be "the odd man out". The idea of taking education out of local government altogether is considered and rejected.

Professor Judges also rehearses the objections to giving all education responsibilities either to a Greater London authority or to individual

boroughs. Instead he favours the creation of larger administrative units within which the boroughs would be grouped for education purposes without altering the broad framework of the Commission's proposals for other functions.

Guide to Book Lists and Bibliographies for the use of School Librarians, compiled by W. L. Saunders (5/6)

Periodicals. An Annotated List for School Libraries, compiled by A. Diarmaid Campbell, Headmaster, Collège du Léman, Geneva (3/6)

Cataloguing Rules: Author and Title Entries for the use of School Librarians, compiled by W. L. Saunders and Norman Furlong. (School Library Association, 2/6)

Three second edition issues of useful aids to school librarians.

Basketball.

(Educ. Productions Ltd., 2/6)

This book was originally published in 1954 and has already proved so popular with players, officials and others interested in the game that over 50,000 copies have been sold. The Federation Internationale de Basket Ball Amateur, which is the governing body for the game, is always watching trends in international tournaments which culminate every four years in the Olympic Games, with a view to improving the game. This new edition, produced for the Amateur Basket Ball Association embodies the changes in rules which became operative in England on September 1st last.

Friends and Followers of Jesus, by Bertha C. Krall.

(Religious Educ. Press, 2/- each)

Here we have fourteen new stories for children by the author of "Stories of Favourite Saints," "Stories Jesus Heard," etc. They are written for those working with the 6-8 age range, and include seven New Testament stories written from a new angle, about John, Mark, Peter, Dorcas, Philip, Timothy, Lydia, and Onesimus. Then the scope widens to include seven modern adventurers for Christ in many lands, such as Sarah Martin and Brother Stokes, and some contemporary followers of Jesus overseas.

The book has an attractive 4-colour paperback cover and includes six full-page line drawings.

R.E.P. Story Painting Books, 1 The Lord Jesus; 2 The Good News; 3 Jesus, Friend of All; 4 Stories From the Bible (O.T.).

(Religious Educ. Press, 2/- each)

These new books are printed in large clear type for children to read easily. Each contains seven attrac-

tively written Bible stories, and six or seven whole-page outline pictures to be painted. The covers are in four colours, and there are two four-colour guide plates inside. Clear painting instructions are included, as well as ideas for colour mixing. Reading the stories and painting the pictures will make a fascinating activity for children of six to eight years.

Archery. Croquet.

(Educ. Publications Ltd., 2/6 each).

Two new titles in this firm's well-known *Know the Game* series. Archery is a sport which is not only pleasant but offers enjoyable exercise and is within the reasonable reach of everyone. It also tests both physical and mental ability to the utmost. This book, published in collaboration with the Grand National Archery Society, contains guidance and hints which will show the newcomer to this rapidly developing sport how to start on the right lines.

Croquet is a game in which the highest qualities of touch and nerve and intelligence are called for and exhibited by its best exponents. It has good claims to be considered the most skilful of all games played in the open air. Many people still think of it as a trivial Victorian pastime but for a good many years no inexpensive publication has appeared to enable the general public to find out what the game really is and how it may be learnt. This manual, written by an experienced competitor in first-class tournaments and introduced by Britain's leading player, John Solomon, will go a long way to remedying this lack of instruction and it is warmly commended by the Croquet Association.

Germany: Its Geography and Growth, by K. A. Sinnhuber. (John Murray, 12/6)

In over 120 4to pages K. A. Sinnhuber gives a very detailed story of Germany, old and new, commencing from about 1500 up to the present day. Admirably produced and fully illustrated on every page students will find this volume of exceptional interest.

Between Golden Gate and Golden Horn, by Thomas White and W. W. Paterson. (Johnston & Bacon Ltd., 8/6)

This is the third volume in the "Living in Geography" series written for the age group 11—15 years and is planned for the third year in this group. Over 120 pages profusely illustrated in black and colour gives a very interesting and attractive geography reader.

English For Secondary Schools: Book 4, by H. R. Thomas. (Basil Blackwell, 6/6)

Exercises and discussion topics for fourth year students, by the Deputy Principal and Principal Lecturer in English at Newton Park Training College, Bath.

La Tête Sur les Epaules, by Henri Troyat.

(Univ. of Lond. Press, 8/-)

Edited by J. S. Wood, Docteur de l'Université de Paris and Professor of French at the University of Toronto, this is one of a new series of French texts, with subject matter ranging from the seventeenth to the twentieth century, and is designed to meet the needs of pupils in the sixth forms of grammar and public schools, and also of university students reading for degrees in French.

Soccer With The Stars

(Educ. Productions Ltd., 3/6)

Most boys like to see photographs and action pictures of their favourite sportsmen, and many boys make a hobby of collecting signatures over these photographs. "Soccer With The Stars" is a handy size booklet containing over 80 portraits and action photographs of today's soccer stars and 16 photographs of famous teams. Twenty-two selected star players give

their personal advice on how to develop personal skills or how to use tactics in order to improve one's play. This official F.A. publication is a new form of instructional book and is intended to have a special appeal to the youngster who likes to know what the stars would advise and who responds to instruction in visual form.

Soccer Positional Skills and Play: Wing Half, with a foreword by Walter Winterbottom.

(Educ. Productions Ltd., 2/6)

Soccer can be enjoyed and played well by the small wiry chap as well as the big hefty fellow. Training and coaching schedules should therefore be related to the player's individual qualities and his position in the team. A goalkeeper has to acquire an acrobatic agility in catching the ball which is entirely different from the ball control and speedy run required of a wing forward. Each position on the field has different requirement in terms of training and tactical play. In this series of books each functional position in the team is dealt with in a separate book so that the player can learn about the basic skills and tactical play required of him and can train and practise accordingly. It will be seen that the player is encouraged to use his initiative in developing his own variations of techniques of play.

Camping and Education Handbook for Schools and Youth Groups

At a time when National Service is no longer obligatory, and boarding schools are only for a few, camping is one of the simplest and most valuable ways of providing for young people an experience of communal living, suggests the latest Ministry of Education pamphlet, "Camping and Education" (H.M.S.O., price 5s. 6d.).

The pamphlet replaces two earlier publications, "Organising Camping," and "Mobile Camping," and is based on the wide practical experience of officers of the Ministry in camping, organising courses and visiting camps for schools and young people generally. Its early chapters discuss the purpose, value and common principles of different types of camp, stressing the opportunities afforded for socially acceptable activities of an adventurous nature.

Gaining experience in difficult and remote areas, "the camper can learn to distinguish between adventure and foolhardiness and with growing self-reliance he can develop a sharpened sense of responsibility to others in his party and to the community at large. Too much security may kill

enterprise . . ."

Camping is discussed in its own right and as an aid to exploration, fieldwork and miscellaneous outdoor pursuits. Some aspects of planning, organisation, hygiene and, in particular, catering, are outlined in separate sections dealing with standing and mobile camps respectively, although the close relationship between these different aspects is recognised. Schools and organisations are advised to buy as far as possible equipment that will meet the demands of both.

Chapters dealing with equipment, dietary, sanitation and campcraft generally are followed by ten appendices giving a considerable amount of factual and technical information, with lists of equipment, personal kit, first aid requirements and similar essentials. Suggested menus for a week in standing camp are given, and a dietary for camping in remote areas, which includes easily prepared and dehydrated foodstuff; although rather more expensive than ordinary groceries the latter has an assured balance and quality and has been found adequate, satisfying and surprisingly enjoyable.

For Christmas **Holiday Visits**

Diamond Jubilee of Transatlantic Radio

Sixty years ago—on December 12th, 1901—Guglielmo Marconi became the first to send a wireless signal across the Atlantic. This remarkable achievement with such primitive equipment marked the birth of world-wide communication. During the spring of 1900, Marconi had succeeded in sending reliable signals from St. Catharines in the Isle of Wight to The Lizard in Cornwall, a distance of 186 miles. This encouraged his belief that by using larger aerials and far more powerful transmitters he would be able to achieve transatlantic distances. Scientists were highly sceptical, many said it was impossible because of the curvature of the earth.

Marconi determined to make the attempt. A transmitting station nearly one hundred times more powerful than any previously constructed was built at Poldhu, near Mullion in Cornwall. Enormous aerials were erected at Poldhu and at Cape Cod in Massachusetts but both were wrecked in severe gales. Another, less ambitious in design, was put up at Poldhu while Marconi and his two assistants sailed to Newfoundland where, from the top of Signal Hill, a receiving aerial was hoisted, at the third attempt, by means of a kite.

At 12.30 p.m. (Newfoundland time) on December 12th, 1901, Marconi and his assistant G. S. Kemp, using one of the primitive receivers of the period with a telephone earpiece heard a faint succession of S's in Morse Code. Signals from Poldhu, 2,200 miles away, had crossed the Atlantic.

To commemorate this historic achievement, a Special Exhibition is being displayed at the Science Museum until January 25th. Among the many historic exhibits and original photographs, a notable feature will be a recording of Marconi's voice telling in his own words of how success was achieved.

Tanganyika

An exhibition at the Commonwealth Institute is among the special events in London to mark the attainment of independence by Tanganyika. Mr. James Gardner, C.B.E., has designed the exhibition, on behalf of the Tanganyika Government, to illustrate the history, life and character, scenery, economic resources, and the modern social and industrial development of the country. In presenting this picture of the Commonwealth's newest member, individual exhibits are devoted to the early pioneers and explorers, notably David Livingstone; the natural features and wild animal life; the major agricultural and other industries—cotton, tobacco, coffee on the slopes of Kilimanjaro, diamonds, and sisal hemp, of which Tanganyika is the world's leading producer; and the people and their arts and crafts. This last section will include three paintings by Mr. Ntiro. The exhibition will be open until December 31st.

Finlandia

Open until January 7th at the Victoria and Albert Museum is an important exhibition of modern Finnish design organised by the Finnish Society of Crafts and Design, a society that was established as far back as 1875. The decorative arts of Finland have achieved a great deal of prominence since the war, but this is the first time that we have had the opportunity of seeing them in a comprehensive exhibition in this country, ranging from all types of household goods to delicate pieces of jewellery. It is true that Finnish Pottery, glass and furnishings can be seen in a number of the smarter shops, but the selection in shops is necessarily limited to what is thought to be saleable. Here in the exhibition we can appreciate the latest thoughts of Finnish designers and see many unique and lavish objects which could scarcely be included in the stock of any shop. Speaking at the opening of the exhibition Sir David Eccles said "We should prize this exhibition as a symbol of what the spirit of the individual artist can do which not all the rockets in Russia in all their journeys and explosions in space can ever do."

R.I.B.A. Christmas Lectures

Two informal lectures for boys and girls will be given during the Christmas holidays by Mr. Edward Carter, M.A., A.R.I.B.A., A.A.Dipl. Mr. Carter has recently been appointed Director of the Architectural Association, which runs the oldest and largest architectural school in Britain. For 15 years, after a short time in practice, he was Librarian of the Royal Institute of British Architects and then for 11 years was Head of the Libraries Division of U.N.E.S.C.O., responsible for library development all over the world. He lives in London, has made a special study of its planning and development and has written books on the subject. Mr. Carter's lectures, which will be illustrated by films, slides and models, will be on: "London Now And What It Might Be." The lectures will be in the Henry Jarvis Memorial Hall at the R.I.B.A. headquarters, 66, Portland Place, London, W.1.

Plastic Atomic Models

"The days of holding sheets of paper against the blackboard and turning them over, or gesticulating with a pointer at a slide whilst exhorting the class to imagine the figure undergoing all sorts of unnatural distortions, must surely be at an end; instead the actual model may be placed on view."

These words were expressed by Mr. James D. Coombes, a Lecturer in Biophysics at the University of London, King's College, in a discussion on the new Courtauld Atomic Models marketed by Griffin & George. Mr. Coombes went on to stress the value of practical instruction in their use.

The new models are accurately hollow moulded in rigid plastics, which improvement, besides making them much lighter than the original series introduced some years ago, also permits the construction and easy handling of long chains and complex configurations. They are coloured to international standards.

A new linking mechanism, consisting of brass link, rubber collar and plastic ring, allows the distortion of the valency angles to be observed and measured.

£1,000 Per Year For School Caretakers?

In the House of Commons last month Mr. George Darling asked the Minister of Education whether he would take steps to ensure that the wages of school caretakers and other non-teaching staff employed by local authorities were so increased as to ensure that they would each be earning not less than £1,000 a year in 1971.

Sir David Eccles: School caretakers and other non-teaching staff may be expected to share in the benefits of the economic growth which will result from the financial and economic policies of Conservative Governments over the period to 1971.

Mr. Darling: The increase that will have to be given to achieve the figure which the Prime Minister has promised will be in the region of 5 to 6 per cent. a year. When will they begin to get it? How does the Minister expect to influence the wages settlement machinery so that they reach this figure by 1971?

Sir David Eccles: This is an interesting point. The basic wages for full-time caretakers range from £9 16s. a week in a small rural school to £16 4s. in a large school in a city, and that is with no overtime. I think we might get there.

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IN all the world of distress today the Algerians are the greatest sufferers. Apart from the 250,000 Refugees in Tunisia and Morocco there are over two millions imprisoned in Regroupment Camps. This number is about one fifth of the total population. Shelter, food and medicine are inadequate. Reports speak of tiny children lying on the earth without clothes or covering.

AS great as our desire is to declare that all this happens against the wishes of the ordinary kindhearted Frenchman, we plead that these poor souls should be freed and the camps emptied.

It is an empirical law that when a camp contains 1,000 a child dies every other day.

MUCH is being done but the total aid is pitifully small. Below are extracts from reports . . . all regarding children.

(A) . . . they are always feverish, we have no quinine for them.

(B) . . . to give each child a cup of milk a day we require 300 litres, we only have 10 litres.

(C) . . . all they have in this bitter weather is a ragged shirt and they have no blankets.

(D) . . . nothing but barley bread and when that is gone they eat acorns.

(E) . . . after the acorns were finished they ate grass.

In the name of these poor distressed souls we plead for your aid. We can rush help without one penny of deduction. Please, please send your gift, large or small to:—

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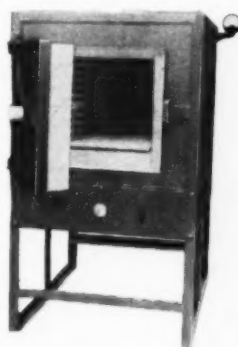
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